Student Learning Report – Grade 8 Math

Name _____

Catholic Schools DIOCESE of DALLAS

Real Number Relationships

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 8.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 8.2B				
	☐ I like when I can solve difficult problems.* 8.2C				

Content		Notes	Check Up		
Representing Real Numbers	☐ I can explain the difference between whole numbers, integers, rational numbers, irrational numbers, and real numbers using a graphic organizer. 8.3A				
	☐ I can write a number in scientific notation. 8.3A.1				
Magnitude of Real Numbers	☐ I can order a set of real number from least to greatest or greatest to least. 8.3B				
	☐ I can approximate values for numbers such as π and $\sqrt{50}$ and place them on a number line. 8.3B.1				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 8.2D				
Analyzing Information	☐ I can describe and connect math ideas. 8.2E				
	☐ I can ask questions to figure out if something is true or false.* 8.2F				

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Catholic Schools DIOCESE of DALLAS

Proportional and Non-Proportional Reasoning

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 8.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 8.2B				
	☐ I like when I can solve difficult problems.* 8.2C				

Content		Notes	Check Up		
Functions	☐ I can identify a function when given ordered pairs, mappings or graphs. 8.5A				
Proportional Reasoning	☐ I can find *x* and *y* values in problems about direct variation. 8.5B				
	☐ I can represent proportional situations using a table. 8.5B.1				
	☐ I can represent proportional situations using a graph. 8.5B.1				
	☐ I can represent proportional situations using an equation. 8.5B.1				
Non-Proportional Reasoning	☐ I can write an equation from a table of data. 8.5C				
	☐ I can write an equation from a verbal description. 8.5C				
	☐ I can write an equation from a graph. 8.5C				
	☐ I can represent non-proportional situations using a table. 8.5C.1				
	☐ I can represent non-proportional situations using a graph. 8.5C.1				
	☐ I can represent non-proportional situations using an equation. 8.5C.1				
	☐ I can explain the differences between proportional and non-proportional relationships when given a table. 8.5C.2				
	☐ I can explain the differences between proportional and non-proportional relationships when given a graph. 8.5C.2				
	☐ I can explain the differences between proportional and non-proportional relationships when given an equation. 8.5C.2				
	☐ I can identify proportional and non-proportional functions when given a real-world problem. 8.5C.3				
Slope	☐ I can find the slope and *y*-intercept from a table. 8.5D				
	☐ I can find the slope and *y*-intercept from a graph. 8.5D				
	☐ I can explain how two points on the same line have the same slope. 8.5D.1				
	☐ I can graph proportions and explain how the unit rate is the same as the slope of the line. 8.5.2				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 8.2D				
Analyzing Information	☐ I can describe and connect math ideas. 8.2E				
	☐ I can ask questions to figure out if something is true or false.* 8.2F				

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Catholic Schools DIOCESE of DALLAS

Transformational Geometry

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 8.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 8.2B				
	☐ I like when I can solve difficult problems.* 8.2C				

Content		Notes	Check Up		
Transformations	☐ I can use an algebraic rule to represent the translation of a figure on a coordinate plane. 8.6A				
	☐ I can use an algebraic rule to represent the reflection of a figure on a coordinate plane. 8.6A				
	☐ I can use an algebraic rule to represent a rotation of a figure on a coordinate plane. 8.6A				
	☐ I can explain that rotations, reflections, and translations generate congruent figures; but dilations do not. 8.6A.1, 8.6A.2				
Dilations	☐ I can use an algebraic rule to dilate a figure on the coordinate plane. 8.6B				
	☐ I can compare the side lengths and angles of a shape and its dilation. 8.6B.1				
	☐ I can explain how the scale factor can affect the dimensions and the area of a dilated figure. 8.6B.2				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 8.2D				
Analyzing Information	☐ I can describe and connect math ideas. 8.2E				
	☐ I can ask questions to figure out if something is true or false.* 8.2F				

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Catholic Schools DIOCESE of DALLAS

Triangles

Catholic Identity Standards (Ways to Grow)		**Notes**	**Check Up**		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		**Notes**	**Check Up**		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 8.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 8.2B				
	☐ I like when I can solve difficult problems.* 8.2C				

Content		**Notes**	**Check Up**		
Pythagorean Theorem	☐ I can use $a^2 + b^2 = c^2$ to find missing side lengths of a right triangle. 8.6C				
	☐ I can use $a^2 + b^2 = c^2$ to tell whether a triangle is a right triangle. 8.6C				
	☐ I can explain how the Pythagorean theorem ($a^2 + b^2 = c^2$) works using models or pictures. 8.6C.1				
	☐ I can use $a^2 + b^2 = c^2$ to find distances between points on a coordinate plane. 8.6C.2				
Transversals	☐ I can find angle measures related to triangles and their exterior angles. 8.6D				
	☐ I can find the measures of angles formed when a line crosses two parallel lines. 8.6D				
	☐ I can tell if two triangles are similar just by looking at their angle measures. 8.6D				

Learning Process Standards (Ways to Show)		**Notes**	**Check Up**		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 8.2D				
Analyzing Information	☐ I can describe and connect math ideas. 8.2E				
	☐ I can ask questions to figure out if something is true or false.* 8.2F				

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Catholic Schools DIOCESE of DALLAS

Surface Area and Volume

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 8.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 8.2B				
	☐ I like when I can solve difficult problems.* 8.2C				

Content		Notes	Check Up		
Surface Area	☐ I can use the formulas for surface area of prisms and cylinders to solve problems. 8.6E				
Volume	☐ I can use the formulas for volume of cylinders, cones, and spheres to solve problems. 8.6F				
	☐ I can explain that the volume of a cylinder is found by multiplying the area of its circular base ($B = \pi r^2$) by its height (h). 8.6F.1				
	☐ I know that a cylinder has 3 times the volume of a cone with the same base and height. 8.6F.2				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 8.2D				
Analyzing Information	☐ I can describe and connect math ideas. 8.2E				
	☐ I can ask questions to figure out if something is true or false.* 8.2F				

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Data Analysis

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 8.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 8.2B				
	☐ I like when I can solve difficult problems.* 8.2C				

Content		Notes	Check Up		
Interpreting Data	☐ I can use a trend line on a scatterplot to make predictions. 8.7A				
	☐ I can describe whether there is a linear, non-linear, or no association between the data represented on a scatterplot. 8.7A.1, 8.7A.2				
	☐ I can represent data on a scatterplot. 8.7A.2				
	☐ I can find the mean of a set of numbers, then use it to find the mean absolute deviation. 8.7A.3				
	☐ I can think of ways to pick random samples from a larger group of data. 8.7A.4				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 8.2D				
Analyzing Information	☐ I can describe and connect math ideas. 8.2E				
	☐ I can ask questions to figure out if something is true or false.* 8.2F				

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Equations and Inequalities

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 8.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 8.2B				
	☐ I like when I can solve difficult problems.* 8.2C				

Content		Notes	Check Up		
Solving Problems with Equations/ Inequalities	☐ I can solve equations with variables on both sides of the equal sign. 8.8A				
	☐ I can write an equation to represent a word problem. 8.8A.1				
	☐ I can write an inequality to represent a word problem. 8.8A.1				
	☐ I can write a word problem when given an equation. 8.8A.2				
	☐ I can write a word problem when given an inequality. 8.8A.2				
	☐ I can identify the point where two lines intersect and can check that the *x*- and *y*-values in the ordered pair make both linear equations true. 8.8A.3				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 8.2D				
Analyzing Information	☐ I can describe and connect math ideas. 8.2E				
	☐ I can ask questions to figure out if something is true or false.* 8.2F				